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ANTI-HUMAN TRAFFICKING

Protecting our Children

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HT for Children Lesson 1 - SAFE TOUCH (Preventing Child Abuse, Sexual Abuse, Human Trafficking)

Knowledge	After working through this lesson, participants will be able to
Attitude	1. Learn names of body parts.
Practice	2. Basic bodily autonomy and red, yellow, and green zones of touch of body parts. 3. Learn about safe and unsafe touch, and what to do if they are touched in an unsafe way.
Overview	This is a lesson for younger children (age 5 to 10) and their parents on preventing sexual abuse and human trafficking. Be sure to adapt this lesson to the children you work with and to your culture and context. See also the adult lessons, <i>Preventing Sexual Abuse, Human Trafficking</i> and <i>Talking with Children</i> . Another approach is to teach this lesson to the parents, and then have them teach their own children.
Materials	<i>Collect these items before beginning the lesson:</i> • Poster-size paper, markers, and masking tape • Handouts: <i>Girls and Boys body parts, The red, yellow, and green zones of touch of body parts; Safe Unsafe; Starter: Game</i>

LESSON

60 minutes

Starter Game: (10 minutes)

Instructions: Start with a drawing of a man and a woman (or a girl and a boy). Divide into two teams. How many body parts can you name? In addition to those named on the *Body Parts* illustration, be sure to include the “private parts:” penis and scrotum (for boys), breasts and vagina (for girls) and buttocks (or bottom) and anus for both sexes. (You can use names that are more common locally, such as belly button for the umbilicus, or lower arm for the forearm.)

Note: Teaching these anatomical names is optional, depending on your culture and the age of the children that you are working with.

Ask SHO Questions:

What did you See?

What was Happening?

Does this happen in Our place?

1. Body Parts (10 minutes)

Instructions: Discuss in large group

A. Think of a swimming suit. What parts of your body does your swimsuit cover?

- A swimsuit covers your private parts.

B. What are private parts?

- Private parts are parts of your body that you cover with a swimming suit.

- Private parts are special, so we keep them covered.

C. (Optional) What names would a doctor use for these private parts?

- For boys, private parts are the penis, scrotum, buttocks, and anus.
- For girls, private parts are the breasts, vagina, buttocks, and anus.

D. Why are they called *private* parts?

- Your body belongs to you.
 - These private body parts are “off limits” to almost everyone else.
 - Nobody else has the right to see, take pictures, show, or touch a child’s private body parts except to help keep the child clean and healthy.
-

2. Red, Yellow and Green light – Touches (10 minutes)

Instruction: show children a picture of the little girl or boy with red, yellow and green lights. Ask the following questions:

A. What are the body parts in the Red zone, “do not touch body parts”?

- Our private/ intimate parts
- Mouth

B. What are the body parts in the Yellow zone, “ask to touch body parts”?

- Armpits
- Elbows, arms

C. What are the body parts in the Green zone, “safe to touch body parts”?

- Hands
- Feet

D. *Instruction: Distribute the colouring sheet and let the children colour circles according to the red, yellow, and green touch zones. For older children adapt this part put them into groups and each group should come up with an easy way to remember red, yellow, and green zones, emphasizing the safe and unsafe touch.*

3. Safe touch (10 minutes)

A. What are safe touches?

- Safe touches are caring touches from family members, teachers, and friends.
- Safe touches are from people we know and love and trust.
- Safe touches help us stay clean and healthy.

B. Are there any safe touches that hurt? Give examples.

- Some touches hurt but they help us stay clean and healthy.
- Sometimes your mother may help you untangle your hair or may put cream on a sore.
- A dentist may clean your teeth.
- A nurse may give you a vaccine to keep you from getting sick.
- Your father may help to pull out a splinter.
- A doctor may give you stitches.
- All of these hurt, but they are “safe touches” because they help you stay clean and healthy.

C. What are unsafe touches?

- Unsafe touches are meant to hurt or scare a child.
- Any touch that makes you feel scared or uncomfortable may be an unsafe touch.

- Any touch that is new or confusing may be an unsafe touch.
 - Touching intimate/private parts of your body without permission.
 - Touching yellow zone body parts without permission.
 - Touching red-zone body parts could be an unsafe touch.
-

4. Safe or Unsafe? (10 minutes)

- A. Divide into small groups. Give each group a set of cards (from the sheet, *Safe or unsafe?*).**
Which of these actions are safe touches? Which are unsafe? Safe or unsafe?
- B. Compare your answers with the other groups. Why did you answer in that way?**
-

5. What Should You Do? (5 minutes)

- A. What should you do if someone wants to touch your private body parts or if you feel unsafe?**
- Say “No!” or say “Stop it!”
 - Run away if you don’t feel safe.
 - Get away from the person who touched you in the wrong way.
 - Walk away or back away or leave the room.
 - Talk to your parents or to another trusted adult.
 - It is not your fault. You are not in trouble.
 - You did nothing wrong.
 - It is important to tell someone you trust what happened.
 - Seek help from a trusted adult.
-

Conclusions and Take-Away (5 minutes)

Instructions: Discuss together.

- A. What did we discover in this lesson?**
- B. What will we do with what we discovered in this lesson?**
- C. Pray together.**
-

References:

Good Touch, Bad Touch. Available from: http://www.co.ramsey.mn.us/NR/ronlyres/CFB38D8C-0BC9-4080-AA1B-D3DF7025D015/1445/curriculum_12.pdf

National Catholic Services. 2003. Practical Advice for Parents on Preventing Child Sexual Abuse. Available from: <http://www.virtus.org/virtus/parentHandbook.pdf>

National Catholic Services. 2004. Protecting God’s Children: Teaching Touching Safety. Available from: http://www.rcan.org/chapter/tts_guide_en.pdf

University of Iowa Health Care. 2003. Good touch, bad touch, secret touch. Available from: www.uihealthcare.com/topics/medicaldepartments/pediatrics/goodtouch/index.html

HHT for Children Lesson 1 - SAFE TOUCH – BODY PARTS LITTLE GIRL (PREVENTING SEXUAL ABUSE) – STARTER

STARTER Game (10 minutes)

Instructions: Start with a drawing of a man and a woman (or a girl and a boy). Divide into two teams. How many body parts can you name? In addition to those named on the *Body Parts* illustration, be sure to include the “private parts:” penis and scrotum (for boys), breasts and vagina (for girls) and buttocks (or bottom) and anus for both sexes. (You can use names that are more common locally, such as belly button for the umbilicus, or lower arm for the forearm.)

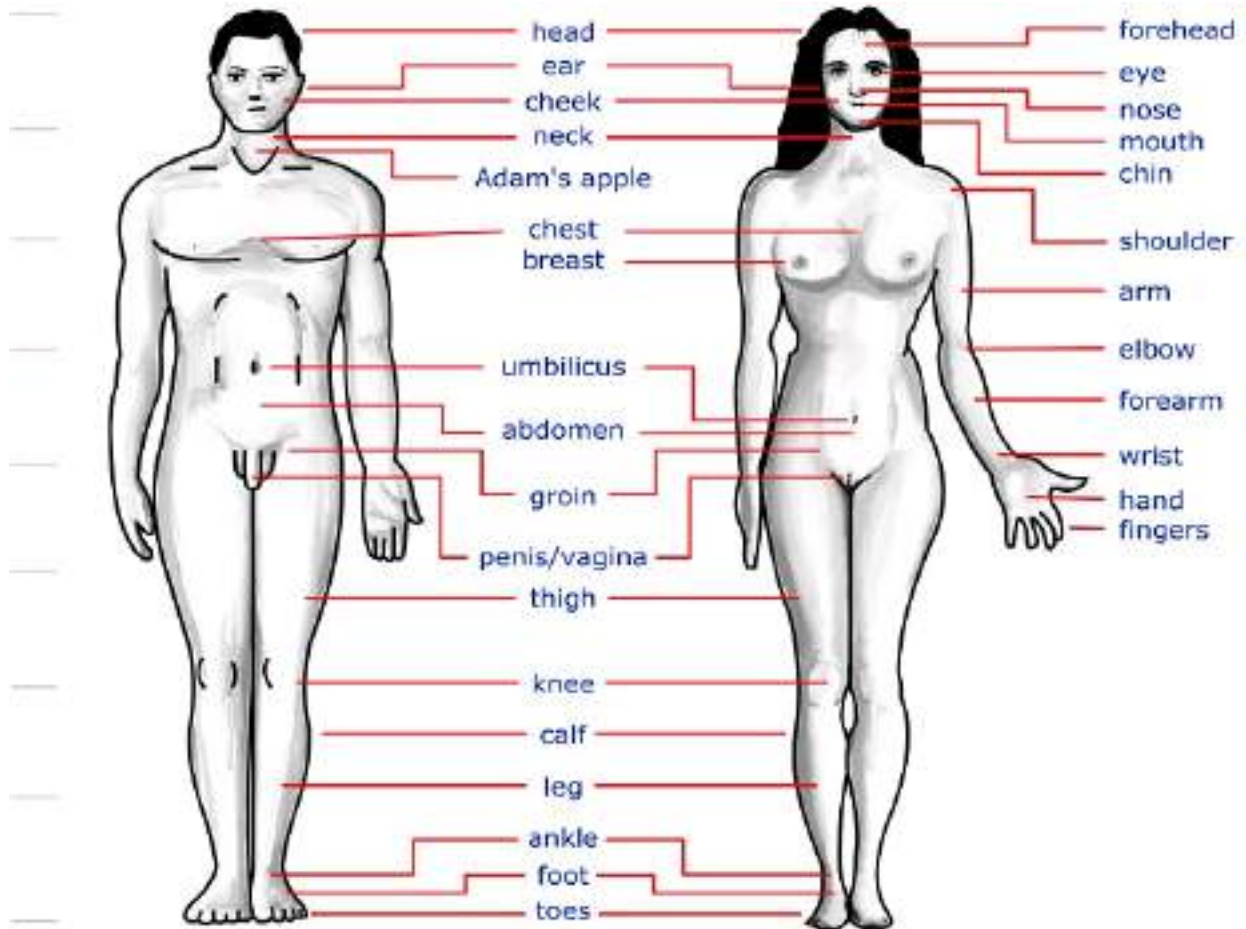
Note: Teaching these anatomical names is optional, depending on your culture and the age of the children that you are working with.

STARTER Game (10 minutes)

Instructions: Start with a drawing of a man and a woman (or a girl and a boy). Divide into two teams. How many body parts can you name? In addition to those named on the *Body Parts* illustration, be sure to include the “private parts:” penis and scrotum (for boys), breasts and vagina (for girls) and buttocks (or bottom) and anus for both sexes. (You can use names that are more common locally, such as belly button for the umbilicus, or lower arm for the forearm.)

Note: Teaching these anatomical names is optional, depending on your culture and the age of the children that you are working with.

HHT for Children Lesson 1 - SAFE TOUCH – BODY PARTS YOUTH



HHT for Children Lesson 1 - SAFE TOUCH – BODY PARTS LITTLE GIRL

RED - never touch
Yellow - ask to touch
Green - safe to touch



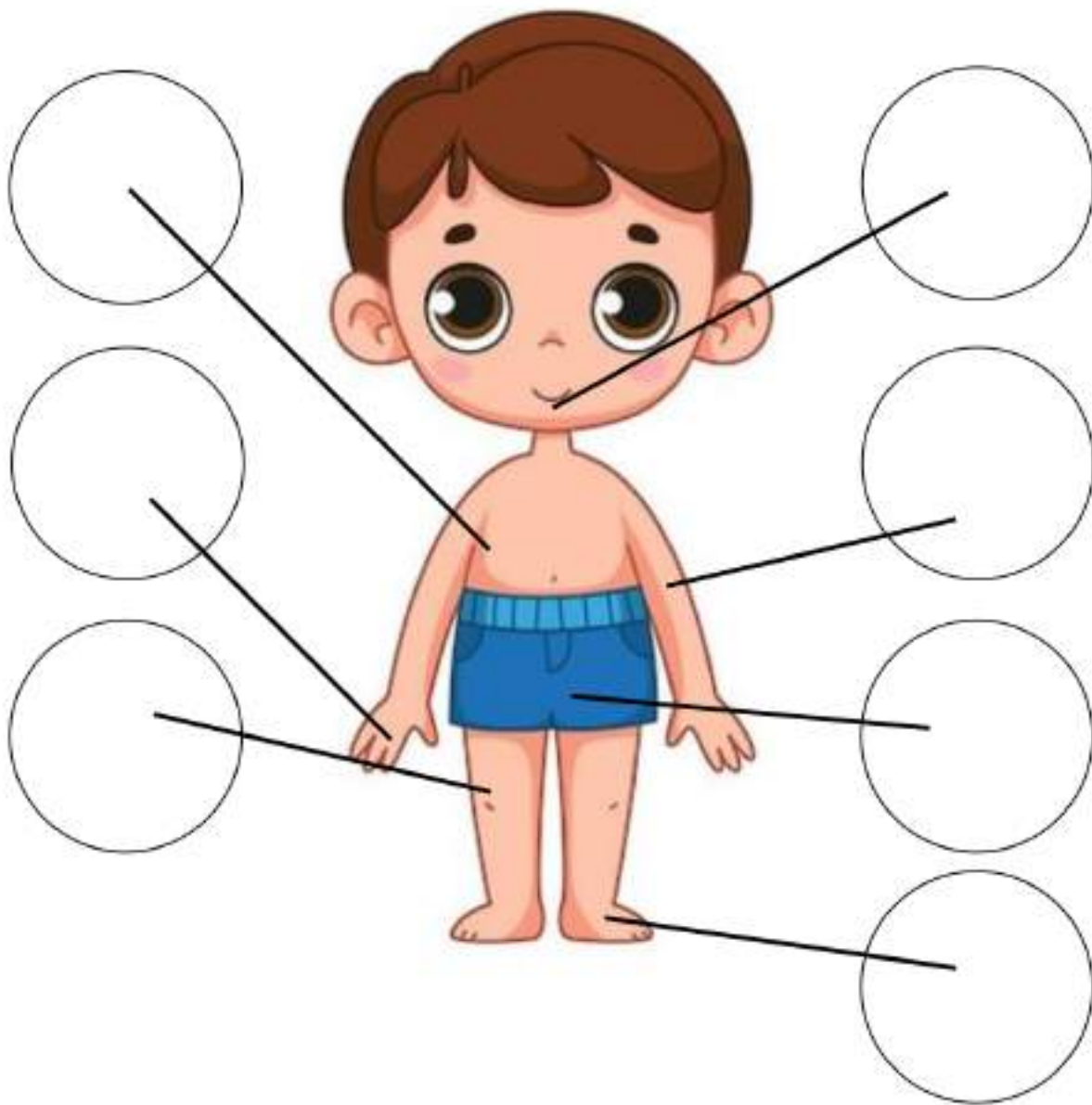
HHT for Children Lesson 1 - SAFE TOUCH – BODY PARTS LITTLE BOY

RED - never touch
Yellow - ask to touch
Green - safe to touch



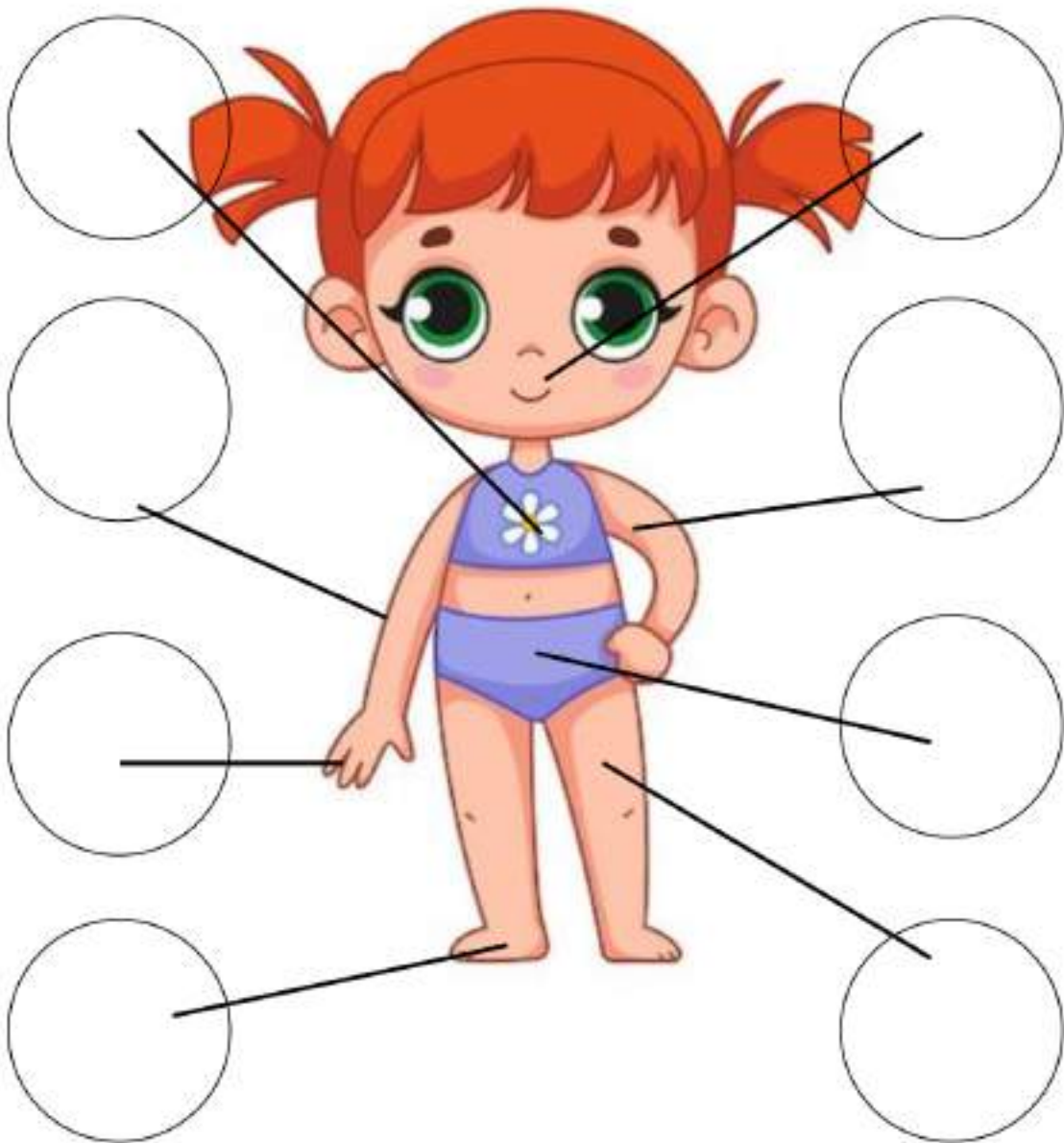
HHT for Children Lesson 1 - SAFE TOUCH – BODY PARTS LITTLE BOY

Colour the circles: red, yellow or green according the safety.



HHT for Children Lesson 1 - SAFE TOUCH – BODY PARTS LITTLE GIRL

Colour the circles: red, yellow or green according the safety.



HHT for Children Lesson 1 - SAFE TOUCH – SAFE OF UNSAFE?

Hitting, punching, kicking	Your father comes home from work and gives you a hug
Your mother kisses you goodbye on the cheek	Spitting, biting
Driving too fast	You are tickled too long and too hard, but the other person won't quit
Touching private body parts	You shake hands with someone you just met
Your grandmother comes to visit, and she gives you a hug	A doctor gives you a shot
Your friend gives you a “high five”	A touch that makes you feel uncomfortable or scared
Your mother puts iodine on your scraped knee.	Your soccer coach gives you a pat on the back
A secret touch “Don't tell anybody about this.”	Playing with matches

HT for Children Lesson 2 - RED LIGHT, GREEN LIGHT **(Preventing Child Abuse, Human Trafficking)**

Knowledge	After working through this lesson, participants will be able to
Attitude	1. Play the <i>Red Light, Green Light</i> game.
Practice	2. Recognize situations as safe or unsafe. 3. Know how to respond to unsafe situations.
Overview	This is another lesson on preventing sexual abuse and part of the Human Trafficking manual. Teach this less after <i>Safe Touch</i> . This lesson is adapted from the <i>Child Safety Manual</i> of Awana. Before the lesson, prepared <i>Red Light, Green Light</i> cards for each child.
Materials	<i>Collect these items before beginning the lesson:</i> • Poster-size paper, markers, and masking tape • Handouts: <i>Red Light, Green Light</i>; <i>Red Light, Green Light (to color)</i>; Starter: <i>Game, Simon Says</i>

LESSON

60 minutes

Starter Game: (10 minutes)

Instructions: Play *Red Light, Green Light*. One child who is the leader stands at the end of the room. When he or she calls out *Green Light*, the others may run forward, but they must stop (freeze) when the leader calls out *Red Light*. If they move, they must go back to the starting line. The first person to reach the leader wins, and then leads the game for the next round.

1. Red light, Green Light (20 minutes)

Instructions: Ask in a large group.

- A. Always Obey?** It is important to obey your parents and other adults. But are there any times when you shouldn't do what they say?
- Not if it is dangerous.
 - Not if it goes against what your parents told you.
 - Not if it is against the Bible.
 - Not if you shouldn't do it.
 - I don't know.

B. Cards

Instructions: Work in small groups, with one trainer for each small group

Give each child a red and a green card or have them color squares to make red and green cards.

*Explain to the children that some situations are **Green Light (Safe)** or **Red Light (Unsafe)**.*

*Each time, the leader will describe one situation, and the children will hold up a green card (Safe) or a red card (Unsafe) to show whether it is safe or unsafe. **Stop after each situation to discuss it and tell what you would do.***

- a) Playing soccer with your friends.
 - Green card.
 - That is safe.
 - b) Watching a violent movie.
 - Red card.
 - That is not safe.
 - Some movies are scary or violent.
 - Check with your parents about movies, or make sure they watch them with you.
 - c) Planning a birthday surprise for your father.
 - Green light.
 - You are keeping it secret.
 - But the plan is to have a good time as a family.
 - d) Hiding your report card from your parents.
 - Red light.
 - Your parents need to know about your schoolwork.
 - Show them your report card.
 - e) A friend asks you to keep a secret. He has stolen a soccer ball from the store.
 - Red light.
 - You don't want to keep a secret about something that is wrong.
 - Tell him you can't keep that secret.
 - He should return the ball to the store.
 - f) Play with your friends.
 - Green light.
 - Playing games with your friends is fun.
 - g) A bully is bothering you, but he warns you not to tell anyone.
 - Red light.
 - You need to talk with someone you can trust, such as your parents or your teacher.
-

2. Red light, Green light, Part 2 (15 minutes)

Instructions: Discuss in a large group the first question and then return to your small group.

- A. There are some other *Red Light* situations. Who can tell me the bathing suit rule?**
Return to your small groups with your *Red Light*, and *Green Light* cards.
Decide whether each situation is safe or unsafe, and what you should do.
 - No one should touch you in the areas that your bathing suit (or your underwear) covers.
 - They should not touch your private parts.
- B. Your mother gives you a hug.**
 - Green light.
 - That makes me happy.
 - Response.
- C. A stranger gives you candy and offers to take you for a ride in his car.**
 - Red light!
 - You do not know him.
 - He could be dangerous.
 - Say No! and run away.

- D. Your father hits your sister's face, and you feel scared and uneasy.**
- Red light!
 - He should not hit her.
 - Say, "Don't hit her!"
 - Run away.
 - Tell your mother what is happening.
- E. Your brother wants to touch you under your shirt, or under your pants.**
- Red light!
 - Say "No!" and run away.
 - Talk with your mother or your father.
- F. A friend wants to touch a private area of your body.**
- Say no!
 - Run away.
 - Tell your mother or your father.
- G. A mother changes her baby's diaper.**
- Green light!
 - She is just cleaning the baby.
- H. A doctor is cleaning a wound on your bottom (buttocks).**
- Green light!
 - He is just helping you to get better.
 - He is making you healthy.
- I. A stranger at the park wants to talk with you all by yourself.**
- Red light!
 - Run away.
 - Tell a trusted adult what happens.
- J. A stranger watching you and following you.**
- Red light!
 - Run away.
 - Tell a trusted adult what happened.
- K. Your friend wants to take a picture of your private parts without clothes on.**
- Red light!
 - Say "No", run away and call for help.
 - Talk with your parents or another adult you trust.
-

Conclusions and Take-Away (15 minutes)

Instructions: Discuss in large group

- A.** (Hold up a red card.) What should you do if someone wants to touch your private parts or if they make you feel uncomfortable or embarrassed?
1. Say "No!"
 2. Run away.
 3. Talk with your parents or another adult that you trust.
- B.** Give out the "It is OK to Say "NO"! sheet. Ask each child to write NO! on the picture.
- C.** Spend time talking with any children who have questions or concerns.
1. Spend time to answer questions
-

SIMON SAYS GAME (5 minutes)

Instructions: Have children play Simon says, making up things that they should not do, even if Simon says...

Touch your nose,

Fold your arm

Stand on one leg

Go to the bathroom and put your pants down in front of a grown up, (NOBODY SHOULD DO IT)

PINCH YOUR NEIGHBOUR UNTIL HE CRIES (Nobody should do it)

Clap your hands.

References:

Awana. Child Safety Manual. Available from <http://refugeehighway.net/focus-groups/refugee-children>

Max 7. Child Safety Curriculum. Available from <http://www.max7.org/en/search?text=child%20safety>

Viva. 2011. Simon says . . . keep children safe! Available from: <http://viva-togetherforchildren.blogspot.com/2011/01/simon-says-keep-children-safe.html>

HHT for Children Lesson 2 – RED LIGHT, GREEN LIGHT– STARTER

STARTER Game: (10 minutes)

Instructions: Play *Red Light, Green Light*. One child who is the leader stands at the end of the room. When he or she calls out *Green Light*, the others may run forward, but they must stop (freeze) when the leader calls out *Red Light*. If they move, they must go back to the starting line. The first person to reach the leader wins, and then leads the game for the next round.

STARTER Game: (10 minutes)

Instructions: Play *Red Light, Green Light*. One child who is the leader stands at the end of the room. When he or she calls out *Green Light*, the others may run forward, but they must stop (freeze) when the leader calls out *Red Light*. If they move, they must go back to the starting line. The first person to reach the leader wins, and then leads the game for the next round.

HHT for Children Lesson 2 – RED LIGHT, GREEN LIGHT– RED & GREEN CARDS



HHT for Children Lesson 2 – RED LIGHT, GREEN LIGHT– COLOURING SHEET

Cut into cards and give two to each child. Have the children colour the cards red and green.



HHT for Children Lesson 2 – RED LIGHT, GREEN LIGHT– It is OK to Say “NO!”

It is OK to Say “NO!”



Write the word “NO” on the sign and take it home.

HT for Children Lesson 3 – 3.1 JOSEPH IS SOLD

Based on: Genesis 37:1-36

Knowledge	After working through this lesson, participants will be
Attitude	1. Familiar with Joseph story – Genesis 37:1-36
Practice	2. Able to act and tell the story of “Joseph is sold” 3. Able to memorize Genesis 37:28
Overview	This is a lesson is for children and their parents on preventing human trafficking. You can find this lesson also in Children's CHE/Spiritual/Bible Storying/Old Testament. Bible storying is a powerful way to present Biblical truths to both adults and children. This is the first story in the life of Joseph. Teach this story after the stories of Jacob if used as a part of the Old Testament bible stories.
Materials	Collect these items before beginning the lesson: • Poster-size paper, markers, and masking tape • Handouts: Picture with Bible verse 37:28; Story of Joseph – Genesis 37:1-36

LESSON

60 minutes

Starter: Joseph Story (Joseph is sold)

Instruction: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

1. STORY:

Instruction: Tell the story of Joseph is sold, from Genesis 37:1-35.

- A.** Have the children act out the story, or do a puppet show or mime.
- B.** Draw a picture of Joseph's robe.
- C.** Does anyone want to retell the story?

2. DISCUSSION:

Instruction: Use some of these questions or add your own.

- A. Observation questions: (What happened?)**
 - Who is Joseph? What was his job?
 - Who is Israel? What is his other name?
 - What did Israel give to Joseph?
 - Describe Joseph's dreams.
 - What happened when Joseph went to visit his brothers? What did his brothers do?
 - What did Jacob think when they took Joseph's robe back to him?

- Where did Joseph go at the end of the story?

B. Understanding questions: (Why?)

- Why did Israel give Jacob a robe?
- Why did Joseph's brothers hate him?
- Explain the dream of the sheaves of grain. What was happening?
- Explain the dream of the sun, the moon, and the eleven stars.
- What did Joseph think? Was he proud of himself?
- Why did Joseph's brothers sell him?
- How did they make Jacob believe that Joseph had died?
- What did Joseph think, as he was taken away to Egypt?

C. Application questions: (How does this relate to me?)

- Joseph's brothers hated him. Did they do the right thing?
- Do you think that Joseph's brother will get away with it?
- What would you think if your brother or sister was the favourite, getting the best gifts?
- Are you ever angry with your brothers and sisters? What do you do?

3. Memory verse and colouring page

Instruction: Genesis 37:28. You can use a memory verse game to learn this.

4. Practice

- Divide into pairs to practice telling this story.
 - During the week, tell your family, friends and neighbours the story of Joseph is sold.
-

Conclusions and Take-Away (5 minutes)

Instruction: Discuss together.

- A.** What did we discover in this lesson?
 - B.** What will we do with what we discovered in this lesson?
 - C.** Pray together.
-

References:

Used in: Children's CHE/Spiritual/Bible Storying/Old Testament

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HHT for Children Lesson 3 – 3.1 JOSEPH IS SOLD – Picture & the bible verse



So when the Midianite merchants came by, his brothers pulled Joseph up out of the cistern and sold him for twenty shekels of silver to the Ishmaelites, who took him to Egypt.
(Genesis 37:28)

HT for Children Lesson 3 – 3.2 JOSEPH AND POTIPHAR

Based on: Genesis 39:1-23

Knowledge	After working through this lesson, participants will be
Attitude	1. Familiar with Joseph story – Genesis 39:1-23
Practice	2. Able to act and tell the story of Joseph and Potiphar 3. Able to memorize Genesis 39:219-20
Overview	This is a lesson is for children and their parents on preventing human trafficking. You can find this lesson also in Children's CHE/Spiritual/Bible Storying/Old Testament. Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after Joseph is sold.
Materials	Collect these items before beginning the lesson: • Poster-size paper, markers, and masking tape • Handouts: Picture with Bible verse 9:19-20; Story of Joseph – Genesis 39:1-23

LESSON

60 minutes

Starter: Joseph Story (Joseph and Potiphar)

Instruction: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. Stand and move around as you take the role of various speakers. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

1. STORY:

Instruction: Tell the story of Joseph and Potiphar, from Genesis 29:1-23.

- A. Have the children act out the story, or do a puppet show or mime.**
- B. Does anyone want to retell the story?**

2. DISCUSSION:

Instruction: Use some of these questions or add your own.

- A. Observation questions: (What happened?)**
 - How did Joseph get to Egypt?
 - Who is Potiphar? What did Joseph do in Potiphar's house?
 - Was Potiphar pleased with Joseph's work?
 - What did Joseph look like?
 - What did Potiphar's wife want to do?
 - How did Joseph respond?
 - What did Potiphar's wife do when Joseph refused to be with her?

- What happened to Joseph?
- What happened in the prison while Joseph was there?

B. Understanding questions: (Why?)

- Why did the Lord bless Potiphar's house?
- Why was Joseph put into prison? Was that fair?
- Did the Lord forget about Joseph while he was in prison?
- Why did Joseph have success in whatever he did?

C. Application questions: (How does this relate to me?)

- Potiphar's wife falsely accused Joseph. What she said was not true. Has that ever happened to you?
- What should you do when someone accuses you of something that is not true?
- Joseph worked hard, even though he was thrown into jail. What kind of work do you do?
- Do you work hard and do your work well?
- Joseph took charge of Potiphar's house and later the prison. What are you in charge of?
- How can your work help other people?

3. Memory verse and colouring page

Instruction: Genesis 39:19. You can use a memory verse game to learn this.

4. Practice

- Divide into pairs to practice telling this story.
 - During the week, tell your family, friends and neighbours the story of Joseph and Potiphar.
-

Conclusions and Take-Away (5 minutes)

Instruction: Discuss together.

- A.** What did we discover in this lesson?
 - B.** What will we do with what we discovered in this lesson?
 - C.** Pray together.
-

References:

Used in: Children's CHE/Spiritual/Bible Storying/Old Testament

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HHT for Children Lesson 3 – 3.2 JOSEPH AND POTIPHAR – Picture and the bible verse



When his master heard the story his wife told him, saying, "This is how your slave treated me," he burned with anger. Joseph's master took him and put him in prison, the place where the king's prisoners were confined.
(Genesis 39:19-20)

HT for Children Lesson 3 – 3.3 JOSEPH IN PRISON

Based on: Genesis 39:20-40:23 and Genesis 41:1-40

Knowledge	After working through this lesson, participants will be
Attitude	1. Familiar with Joseph story – Genesis 39:20-40:23; Genesis 41:1-40
Practice	2. Able to act and tell the story of Joseph in prison 3. Able to memorize Genesis 39:20-21
Overview	This is a lesson is for children and their parents on preventing human trafficking. You can find this lesson also in Children's CHE/Spiritual/Bible Storying/Old Testament. It is the 3 rd lesson in Human Trafficking for Children – Story of Joseph. Bible storying is a powerful way to present Biblical truths to both adults and children. Teach this lesson after Joseph and Potiphar. This story has two parts, and can be taught on two days.
Materials	Collect these items before beginning the lesson: • Poster-size paper, markers, and masking tape • Handouts: Picture with Bible verse 39:20-21; Story of Joseph – Genesis 37:1-36

LESSON

120 minutes

Starter: Joseph Story (Joseph in prison)

Instruction: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

1. STORY: (part one)

Instruction: Tell the story of Joseph in prison, part one, from Genesis 39:20-40

- A. Have the children act out the story, or do a puppet show or mime.**
- B. Does anyone want to retell the story?**

2. DISCUSSION:

Instruction: Use some of these questions or add your own.

A. Observation questions: (What happened?)

- What work did Joseph do in prison?
- What was the dream of the chief cupbearer?
- According to Joseph, what did the dream mean?
- What was the dream of the chief baker?
- According to Joseph, what did the dream mean?
- What happened to the chief cupbearer?
- What happened to the chief baker?
- Did the chief cupbearer remember Joseph?

B. Understanding questions: (Why?)

- Why was Joseph thrown into prison?
- How was Joseph faithful in his work?
- How was Joseph able to interpret their dreams?
- Who helped Joseph to know what the dreams meant?

C. Application questions: (How does this relate to me?)

- God helped Joseph to know what the dreams meant. How does God speak to us today?
 - How can you come to know God better?
 - Do you have a Bible? Do you read the Bible every day?
 - How can you talk to God?
 - Do you pray to God every day?
-

3. Memory verse and colouring page

Instruction: Genesis 39:20-21. You can use memory verse games to learn this.

4. STORY: (part two)

Instruction: Tell the story of Joseph in prison, part two, from Genesis 40:1-40.

A. Have the children act out the story, or do a puppet show or mime.

B. Does anyone want to retell the story?

5. DISCUSSION

Instruction: Use some of these questions or add your own.

A. Observation questions: (What happened?)

- Who is Pharaoh?
- Tell the story of the seven fat cows and the seven ugly cows.
- Tell the story of the grain.
- What did the wise men and the magicians try to do?
- What did the chief cupbearer say to Pharaoh?
- According to Joseph, who would give Pharaoh the answer to his dreams?
- After Joseph interpreted his dream, who did Pharaoh put in charge of his palace?

B. Understanding questions: (Why?)

- What does it mean to interpret a dream?
- Why couldn't the wise men and the magicians interpret the dream?
- What did the fat cows and the ugly cows mean?
- What did the seven good heads of grain mean?
- What would happen in Egypt?
- What was Joseph's advice for Pharaoh? What should they do?

C. Application questions: (How does this relate to me?)

- Think back to when Joseph was in prison. What would it feel like to be in prison?
- Have you ever been in a situation that seemed hard and hopeless?
- Who did Joseph depend on? Who helped him to interpret dreams?
- Who helped him to leave prison?

- How do you rely on God? How has the Lord taken care of you or rescued you?
-

6. Memory verse and colouring page

Instruction: Genesis 41:10. You can use a memory verse game to learn this.

7. Practice

Instruction: Draw a picture of the seven fat cows and the seven thin, ugly cows. Write your memory verse under your picture.

- Divide into pairs to practice telling this story.
 - During the week, tell your family, friends and neighbours the story of Joseph in prison.
-

Conclusions and Take-Away (5 minutes)

Instruction: Discuss together.

- A.** What did we discover in this lesson?
 - B.** What will we do with what we discovered in this lesson?
 - C.** Pray together.
-

References:

Used in: Children's CHE/Spiritual/Bible Storying/Old Testament

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HHT for Children Lesson 3 – 3.1 JOSEPH IN PRISON– Picture & the bible verse



But while Joseph was there in the prison,
the LORD was with him; he showed him kindness
and granted him favour in the eyes of the prison warden.
(Genesis 39:20-21)

HT for Children Lesson 3 – 3.4 JOSEPH AND HIS BROTHERS

Based on: Genesis 43:15-44:34

Knowledge	After working through this lesson, participants will be
Attitude	1. Familiar with Joseph story – Genesis 43:15-44:34
Practice	2. Able to act and tell the story of Joseph and his brothers 3. Able to memorize Genesis 44:17
Overview	This is a lesson is for children and their parents on preventing human trafficking. You can find this lesson also in Children's CHE/Spiritual/Bible Storying/Old Testament. Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after Joseph in prison.
Materials	Collect these items before beginning the lesson: • Poster-size paper, markers, and masking tape • Handouts: Picture with Bible verse 44:17; Story of Joseph – Genesis 43:15-44:34

LESSON

60 minutes

Starter: Joseph Story (Joseph is sold)

Instruction: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

1. STORY:

Give this introduction. "Pharaoh's dream came true. Seven years of good crops were followed by seven years of famine with not enough food. But, under Joseph's guidance, Egypt was able to store up a lot of grain so they had enough for the time of famine. Other countries came to Egypt to buy grain. Joseph's brothers came from the land of Canaan to buy grain, but they did not recognize Joseph. So they headed back to the land of Canaan with the grain. They did not know it, but Joseph put the silver they paid back in their sacks. But the famine continued. Finally, the brothers headed back to Egypt to buy more grain. They took gifts for the Egyptians, along with the silver, and this time their youngest brother Benjamin went along." Tell the story of Joseph and his brothers, from Genesis 43:15-44:34.

B. Have the children act out the story, or do a puppet show or mime.

C. Does anyone want to retell the story?

2. DISCUSSION

Instruction: Use some of these questions or add your own.

A. Observation questions: (What happened?)

- What did Joseph tell his steward to do when he saw his brothers return to Egypt? (A steward is an assistant.)

- What did Joseph think when he saw his brother Benjamin? (Benjamin did not go with them the first time.)
- After the dinner, what did Joseph tell the steward to do with the silver cup?
- Where was the silver cup found?
- How would Benjamin be punished?

B. Understanding questions: (Why?)

- Why were the men afraid when they were taken to Joseph's house? What did they think that Joseph would do?
- Was the steward angry with them? Why or why not?
- What was unusual about the way the brothers were seated?
- Why did Joseph put the silver cup in Benjamin's sack? What was he trying to do?
- Why didn't the brothers want Benjamin to stay in Egypt? What were they afraid of?
- Who is their father?
- What did Jacob think had happened to his son Joseph?
- What did Judah offer to do so that Benjamin would not have to stay in Egypt?
- Why did Judah offer to take Benjamin's place?

C. Application questions: (How does this relate to me?)

- Joseph hid the silver cup in Benjamin's sack. Have you ever played a trick on anybody?
- Have you ever been punished for doing something wrong?
- What is sin? Have you ever rebelled or sinned against God?
- What is the punishment for sin? (See Romans 3:23.)
- In this story, Judah offered to be punished in Benjamin's place. Has anyone been punished in your place? (See Romans 5:8.)

3. Memory verse and coloring page

Instruction: Genesis 44:17. You can use a memory verse games to learn this.

4. Practice

- Divide into pairs to practice telling this story.
 - During the week, tell your family, friends and neighbors the story of Joseph and his brothers.
-

Conclusions and Take-Away (5 minutes)

Instruction: Discuss together.

- A.** What did we discover in this lesson?
 - B.** What will we do with what we discovered in this lesson?
 - C.** Pray together.
-

References:

Used in: Children's CHE/Spiritual/Bible Storying/Old Testament
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HHT for Children Lesson 3 – 3.4 JOSEPH AND HIS BROTHERS – Picture & the bible
verse



But Joseph said, "Only the man who was found to have the cup will become my slave. The rest of you, go back to your father in peace."
(Genesis 44:17)

HT for Children Lesson 3 – 3.6 JACOB MOVES TO EGYPT

Based on: Genesis 45:25-46:7, and Genesis 46:28-30

Knowledge	After working through this lesson, participants will be
Attitude	1. Familiar with Joseph and Jacob story – Genesis 45:25-46:7; Genesis 46:28-30
Practice	2. Able to act and tell the story of “Jacob moves to Egypt” 3. Able to memorize Genesis 45:28
Overview	This is a lesson is for children and their parents on preventing human trafficking. You can find this lesson also in Children's CHE/Spiritual/Bible Storying/Old Testament. Bible storying is a powerful way to present Biblical truths to both adults and children.
Materials	Collect these items before beginning the lesson: • Poster-size paper, markers, and masking tape • Handouts: Picture with Bible verse 45:28; Story of Joseph – Genesis 45:25-46:7; Genesis 46:28-30

LESSON

60 minutes

Starter: Joseph Story (Jacob moves to Egypt)

Instruction: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

1. STORY:

Instruction: Tell the story of Jacob moves to Egypt, from Genesis 45:25-46:7, and Genesis 46:28-30.

- A. Have the children act out the story, or do a puppet show or mime.
- B. Does anyone want to retell the story?

2. DISCUSSION:

Instruction: Use some of these questions or add your own.

- A. Observation questions: (What happened?)
 - Who is Jacob?
 - What did the brothers tell Jacob?
 - Did Jacob believe them? What finally convinced him that Joseph was alive?
 - What did God tell to Jacob?
 - Who traveled to Egypt with Jacob?
 - What did Joseph do when he saw his father?
 - What did Israel tell Joseph?
 - Who is Israel?

B. Understanding questions: (Why?)

- Why was Jacob surprised and stunned when the brothers told him that Joseph was still alive?
- God told Jacob to not be afraid. Why not?
- What would God do with Jacob and his family? What was his promise?
- Jacob left his home to leave for Egypt. Why was he willing to go?
- When Jacob arrived in Egypt, he told Joseph that he was ready to die. Why did he say that?
- Was Jacob happy or sad when he said that?

C. Application questions: (How does this relate to me?)

- Jacob left his home to move to a new country. Have you ever moved to a new place?
- Do any of your brothers or sisters or other relatives live far away? What happens when you are with them again?
- Jacob told Joseph that he was ready to die. Are you scared of death? What will happen when you die?

3. Memory verse and colouring page

Instruction: Genesis 45:28. You can use a memory verse game to learn this.

4. Practice

- Divide into pairs to practice telling this story.
 - During the week, tell your family, friends and neighbours the story of "Jacob moves to Egypt".
-

Conclusions and Take-Away (5 minutes)

Instruction: Discuss together.

- A.** What did we discover in this lesson?
 - B.** What will we do with what we discovered in this lesson?
 - C.** Pray together.
-

References:

Used in: Children's CHE/Spiritual/Bible Storying/Old Testament

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HHT for Children Lesson 3 – 3.6 JACOB MOVES TO EGYPT– Picture & the bible verse



And Israel said, "I'm convinced! My son Joseph is still alive.
I will go and see him before I die."
(Genesis 45:28)

HT 2 for Children Lesson 4 – CHILD SEX TRAFFICKING - Nang’s Story

Knowledge	After working through this lesson, participants will be able to
Attitude	1. Describe human trafficking.
Practice	2. Tell why Nang is at risk for traffickers. 3. Take steps to prevent human trafficking.
Overview	This lesson, for youths and adults, includes a story of a child caught in sex trafficking, plus a discussion of the consequences of trafficking and how to prevent trafficking. The teaching material is adapted from Tearfund.
Materials	<i>Collect these items before beginning the lesson:</i> • Poster-size paper, markers, and masking tape • Handouts: <i>Nang’s future story</i>; <i>Bible verses</i>; Starter: <i>Nang’s Story</i>

LESSON

60 minutes

Starter: Tell Nang’s Story (5 minutes)

Nang is 12 years old. She lives close to the Thai border in Laos, South-East Asia. Life isn’t easy for Nang and her family. Desperately poor and hungry for life’s opportunities, Nang is an easy target for traffickers.

Just across the border in Thailand, men are looking for girls to ‘staff’ their karaoke bars–brothels where men can pay for drinks, singing and sex. Girls from Laos are popular in Thai karaoke bars, where they are considered fresh, pure and provincial.

A job offer from Thailand can seem like a golden ticket for a girl like Nang. It promises to end the hunger she feels, give her a livelihood, and allow her to send money back to her family. But she might not find out until too late the danger of her decision. ‘These girls are so vulnerable... most don’t know the dangers,’ says Anne. ‘One girl told me how her [Thai] employer seemed so kind, but then brought her to a room and told her to take off her clothes...’

One in every three young girls leaving Nang’s village to work in Thailand will be trafficked into the sex trade. But we can change this! A Christian agency working in Laos, a communist country – has a staff team based near Nang’s village. Staff members like Anne know how high the stakes are for girls like Nang, and are rolling out trafficking awareness workshops to equip girls, families and whole communities to stay safe and make good decisions. They also offer vocational training to young school leavers, providing them with skills such as sewing, cooking and repairing motorbikes so they can make a safe living close to home. Consequently, poverty – the very thing that leaves Nang vulnerable to trafficking – begins to lose its grip.

Ask SHOWD Questions:

What did you See?

What was Happening?

Does this happen in Our place?

Why does this happen?

What will we Do about it?

1. Human Trafficking (5 minutes)

Instructions: Discuss as a large group.

A. What is human trafficking?

- Human trafficking is taking advantage of people to exploit them.
- Human trafficking is tricking children and forcing them to work against their will.
- Human trafficking is deceiving people and taking them to another place to exploit or take advantage of them.
- Human trafficking is taking people and forcing them to work, be slaves, or be prostitutes.

Instruction for facilitator: take some time to describe the PALERMO PROTOCOL DEFINITION. Make sure children grasp the meaning of this definition:

Human Trafficking is the recruitment, transportation, transfer, harbouring or receipt of people through force, fraud or deception, with the aim of exploiting them for profit.

B. Is trafficking a big problem? If so why?

- Yes! Human Trafficking is common around the world.
 - Both children and adults are trafficked.
 - A child is trafficked every 30 seconds.
 - Up to 1.2 million children may be trafficked each year.
 - No country is immune to child trafficking.
-

2. Girls and women trafficking (5 minutes)

Instructions: discuss in the large group.

A. What are the causes of the trafficking of women and young girls?

Instruction for facilitators: If it is culturally appropriate ask the following question. Why are young girls from poor marginalized villages and people being sent to the cities to work as prostitutes?

- Women are often viewed as property paid for by a bride price or dowry.
 - Women who have lost their virginity outside of marriage are viewed as spoiled and cannot get married.
 - Lack of education.
 - Socialization conditions women to accept that they must help their families by any means possible. Ex. Utang na loob – Philippines, paying back “breast milk money”.
 - Men who demand the right to buy sex and an industry ready to profit from this demand.
 - Problems within the family; death of a husband and father, divorce, drug addiction, alcohol, physical and sexual abuse.
 - Lack of alternatives for income generation for young girls and families.
 - Lack of moral values. Sexual access is viewed as a privilege and a symbol of male power.
 - Women’s lack of power and health to be self-reliant.
-

3. Nang’s story (30 minutes)

A. Describe Nang’s life. Why is she at risk from traffickers?

- Nang lives in a poor family.
- She lives in Laos, near the Thai border.
- She is not in school.
- She doesn’t have a job.
- Across the border, men are looking for girls for brothels, where men pay for drinks, singing and sex.

- Nang would like a job. She would like to be able to send money back to her family in Laos.
- Nang is vulnerable.
- She doesn’t know about trafficking.
- She is an easy target for traffickers.
- She wants new opportunities and doesn’t recognize the risks.

B. In your small groups, act out the story of a trafficker coming to Nang’s home, and offering her a good job.

C. Nang’s future. What could happen to Nang?

- She may be lured by a trafficker.
- She may be taken to Thailand and forced to work in a brothel
- She may become a prostitute.
- Or Nang and her family may be warned about the dangers of traffickers.
- Nang and her parents may receive training to have better jobs or to grow better crops.
- She may be able to escape from the traffickers.

D. Divide into small groups.

Instructions: Give each group a copy of What does Nang’s future holds? As a group, make a short skit to act out one of the two endings to Nang’s story.

4. How God wants us to respond? (10 minutes)

Instructions: Break into small groups, and give a couple of bible verses to each group.

A. How should we respond to this problem according to the Bible:

Matthew 9:10-13

- Jesus came to save sick and sinners
- Jesus loves sinners
- Jesus is merciful

Luke 15:1-7

- Jesus rejoices when he finds lost sheep – we are lost sheep
- We should rejoice over and with people
- Jesus is looking for us

Matthew 21:31-32

- Prostitutes will enter the Kingdom of God
- Jesus is showing us the way of righteousness
- Jesus loves sinners too

John 7:53-8:11

- Jesus does not condemn us
- Jesus loves us and we should love others
- Jesus also encourages us to go and sin no more

Isaiah 1:17

- Learn to do good
- Seek justice
- Correct oppression
- Bring justice to the fatherless
- Plead the widow’s cause

Matthew 25:44-45

- Feed the hungry and thirsty
- Dress naked

- Help sick and prisoners

Luke 3:10-11

- Share our blessings with other
- Share our food and goods with poor

1 Thessalonians 5:11

- Encourage each other
- Build each other up
- Continue to help each other

Conclusions and Take-Away (5 minutes)

Instructions: Discuss together.

- A. What did we discover in this lesson?
- B. What will we do with what we discovered in this lesson?
- C. Pray together.

References:

<https://www.unicef.ca/en/child-trafficking>

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HHT for Children Lesson 4 – CHILD SEX TRAFFICKING - Nang’s Story

Nang is 12 years old. She lives close to the Thai border in Laos, South-East Asia. Life isn’t easy for Nang and her family. Desperately poor and hungry for life’s opportunities, Nang is an easy target for traffickers. Just across the border in Thailand, men are looking for girls to ‘staff’ their karaoke bars – brothels where men can pay for drinks, singing and sex. Girls from Laos are popular in Thai karaoke bars, where they are considered fresh, pure and provincial.

A job offer from Thailand can seem like a golden ticket for a girl like Nang. It promises to end the hunger she feels, give her a livelihood, and allow her to send money back to her family.

But she might not find out until too late the danger of her decision. ‘These girls are so vulnerable... most don’t know the dangers,’ says Anne. ‘One girl told me how her [Thai] employer seemed so kind, but then brought her to a room and told her to take off her clothes...’

One in every three young girls leaving Nang’s village to work in Thailand will be trafficked into the sex trade. But we can change this! A Christian agency working in Laos, a communist country – has a staff team based near Nang’s village. Staff members like Anne know how high the stakes are for girls like Nang, and are rolling out trafficking awareness workshops to equip girls, families and whole communities to stay safe and make good decisions. They also offer vocational training to young school leavers, providing them with skills such as sewing, cooking and repairing motorbikes so they can make a safe living close to home. Consequently, poverty – the very thing that leaves Nang vulnerable to trafficking – begins to lose its grip.

Source: Tearfund. *No Child Taken*.

HHT for Children Lesson 4 – CHILD SEX TRAFFICKING - Nang's Story Poster



Source: Tearfund. No Child Taken

HHT for Children Lesson 4 – CHILD SEX TRAFFICKING - Bible verses

Matthew 9:10-13: ¹⁰ While Jesus was having dinner at Matthew’s house, many tax collectors and sinners came and ate with him and his disciples. ¹¹ When the Pharisees saw this, they asked his disciples, “Why does your teacher eat with tax collectors and sinners?” ¹² On hearing this, Jesus said, “It is not the healthy who need a doctor, but the sick. ¹³ But go and learn what this means: ‘I desire mercy, not sacrifice.’^[a] For I have not come to call the righteous, but sinners.”

Luke 15:1-7: The Parable of the Lost Sheep: ¹⁵ Now the tax collectors and sinners were all gathering around to hear Jesus. ² But the Pharisees and the teachers of the law muttered, “This man welcomes sinners and eats with them.” ³ Then Jesus told them this parable: ⁴ “Suppose one of you has a hundred sheep and loses one of them. Doesn’t he leave the ninety-nine in the open country and go after the lost sheep until he finds it? ⁵ And when he finds it, he joyfully puts it on his shoulders ⁶ and goes home. Then he calls his friends and neighbors together and says, ‘Rejoice with me; I have found my lost sheep.’ ⁷ I tell you that in the same way, there will be more rejoicing in heaven over one sinner who repents than over ninety-nine righteous persons who do not need to repent.

Matthew 21:28-32: The Parable of the Two Sons: ²⁸ “What do you think? There was a man who had two sons. He went to the first and said, ‘Son, go and work today in the vineyard.’ ²⁹ “‘I will not,’ he answered, but later he changed his mind and went. ³⁰ “Then the father went to the other son and said the same thing. He answered, ‘I will, sir,’ but he did not go. ³¹ “Which of the two did what his father wanted?” “The first,” they answered. Jesus said to them, “Truly I tell you, the tax collectors and the prostitutes are entering the kingdom of God ahead of you. ³² For John came to you to show you the way of righteousness, and you did not believe him, but the tax collectors and the prostitutes did. And even after you saw this, you did not repent and believe him.

John 7:53-8:11: The Woman Caught in Adultery: ⁵³ Then they all went home, ¹ but Jesus went to the Mount of Olives. ² At dawn he appeared again in the temple courts, where all the people gathered around him, and he sat down to teach them. ³ The teachers of the law and the Pharisees brought in a woman caught in adultery. They made her stand before the group ⁴ and said to Jesus, “Teacher, this woman was caught in the act of adultery. ⁵ In the Law Moses commanded us to stone such women. Now what do you say?” ⁶ They were using this question as a trap, in order to have a basis for accusing him. But Jesus bent down and started to write on the ground with his finger. ⁷ When they kept on questioning him, he straightened up and said to them, “Let any one of you who is without sin be the first to throw a stone at her.” ⁸ Again he stooped down and wrote on the ground. ⁹ At this, those who heard began to go away one at a time, the older ones first, until only Jesus was left, with the woman still standing there. ¹⁰ Jesus straightened up and asked her, “Woman, where are they? Has no one condemned you?” ¹¹ “No one, sir,” she said. “Then neither do I condemn you,” Jesus declared. “Go now and leave your life of sin.”

Isaiah 1:17: “learn to do good; seek justice, correct oppression; bring justice to the fatherless, plead the widow’s cause.”

Matthew 25:44-45: "Then they will reply, 'Lord, when did we see you hungry or thirsty or a stranger or naked or sick or in prison and didn't do anything to help you?' Then he will answer, 'I assure you that when you haven't done it for one of the least of these, you haven't done it for me.'"

Luke 3:10-11: "The crowds asked him, 'What then should we do?' He answered, 'Whoever has two shirts must share with the one who has none, and whoever has food must do the same.'"

1 Thessalonians 5:11: "So continue encouraging each other and building each other up, just like you are doing already."

HT for Child Lesson 5 - LABOUR TRAFFICKING – Dash’s Story

Knowledge	After working through this lesson, participants will be able to
Attitude	1. Describe, list, explain, discuss
Practice	2. Demonstrate an attitude of 3. Put into practice
Overview	This lesson, for youths and adults, includes a story of a child caught in labour trafficking, plus a discussion of the consequences of trafficking and how to prevent trafficking. The teaching material is adapted from Tearfund. Teach after the “HT Child Sex Trafficking – Nang’s Story” lesson.
Materials	<i>Collect these items before beginning the lesson:</i> • Poster-size paper, markers, and masking tape • Handouts: <i>SHOWD questions for the Dash’s Story</i>; Role Play or Starter: <i>Dash’s Story</i>

LESSON

60 minutes

STARTER: Dash’s Story (10 minutes)

Instruction for facilitators: Read before this story: Think about some of the children you know. Where will they be today? Maybe they’re at school, with their families or playing with their friends. But for too many children, today is a workday. They are trapped in child labour.

Dash from India was 14 when the men knocked on the door of his home. They offered him a job for 6,000 Rupees (about £60) a month. He had just left school to provide for his family. This was exactly the break he had been hoping for.

There was one catch: he would have to go with the men to work in Punjab. But, his mother was told, there would be food and lodgings. And he would be able to send money home every month.

Once Dash reached Punjab the reality was very different. He worked 21 hours a day in a factory with 11 other workers. They were locked in all week and had to sleep inside the cramped factory at night. Worst of all, they weren’t paid - Dash was the victim of traffickers and was now a slave.

Dash grew weak and then ill. The factory manager refused to take him to the hospital. Finally, Jack managed to borrow the train fare home and fled. With the help of some others, Jack is now safe, and well. He and his family can make a living safely in their own village. They’re also wise to the dangers of traffickers. But hundreds of thousands more children are still trapped in child labour.

Ask SHOWD Questions:

What did you See?

What was Happening?

Does this happen in Our place?

Why does this happen?

What will we Do about it?

1. Human trafficking (5 minutes)

Instructions: Remind participants the definition of Human Trafficking and give them handouts. PALERMO PROTOCOL DEFINITION. Make sure children grasp the meaning of this definition:

HUMAN TRAFFICKING IS THE RECRUITMENT, TRANSPORTATION, TRANSFER, HARBOURING OR RECEIPT OF PEOPLE THROUGH FORCE, FRAUD OR DECEPTION, WITH THE AIM OF EXPLOITING THEM FOR PROFIT.

Discuss as a large group.

A. What type of children and youth human trafficking do you know?

1. Sex trafficking
2. Labour trafficking
3. Forced crime (especially with children)
4. Child soldiers
5. Sell Organs and human fluids
6. Child or forced marriage
7. Domestic servants
8. Restavek (child slavery in Haiti)
9. Forced begging

B. Who can be trafficked?

1. Boys, girls
 2. Children
 3. Adults
 4. Women, Men
 5. Youth
-

2. Boys and Men trafficking (5 minutes)

Instructions: discuss in the large group.

A. What are the causes of the trafficking of men, boys and young men?

- They are stronger than girls and can work in hard conditions.
 - Lack of education.
 - Men and boys often need to take the role of a father figure and need to provide for the family financially.
 - Lack of alternatives for income generation for young men, boys and families.
 - Lack of moral values.
 - Families missing the father’s provider due to addiction or death.
 - Street boys or orphans do not have value in the community.
 - Needs to provide for their children.
 - Poverty: Economic development that leaves whole families without access to the fruits of modern society while at the same time tempting them with products.
 - In certain communities, people lack of power and health to be self-reliant.
-

3. Dash’s Story (20 minutes)

Instructions: Discuss in a large group.

A. Why is Dash at risk from trafficking?

- Dash is from a poor family.
- He left school to provide for his family.
- He doesn’t have a job.
- His family needs his financial help.

- The family doesn’t know about trafficking and their different ways of luring people into trafficking.
- He hopes for a better future and this job offer just provided one.
- It is normal to send your 14-year-old boy to unknown people for work.
- The family hopes for a better situation but still agrees on the condition as they are in need.
- They don’t recognize the risks.

B. In a small group, act out the story of a trafficker coming to Dash’s home, and offering him a good job.

C. Dash future. What could happen to Dash?

- He might stay in trafficking conditions and die.
- He might be lured and taken for different types of trafficking.
- He might never come home.
- If the family is informed about trafficking they would not let him go.
- The community can provide job opportunities for their people.
- Dash and his family may receive training to have better jobs or to grow better small businesses.

D. Divide participants into small groups and ask them to create a skit or act out one of the possible endings of Dash’s Story.

4. Teaching from the Bible (15 minutes)

Instructions: Discuss in a large group.

A. What is the Bible teaching us about God in these situations?

1. Psalm 82:3
 - God is father to fatherless and protector of widows
 - He leads the prisoners to prosperity
 - God loves us
2. Psalm 146:9
 - God is watching over us
 - He upholds the widow and the fatherless
 - He brings justice
3. John 10:10
 - Thieves come to steal and God comes to give life
 - He gives us life in abundance
4. Luke 4:18-19
 - Jesus proclaim the good news to the poor
 - He proclaims liberty to the captives
 - He recovering of sight to the blind
 - He set liberty for those who are oppressed
 - Proclaim the year of the Lord’s favour
5. Psalm 9:9
 - The Lord is a refuge for the oppressed
 - The Lord is a stronghold in times of trouble
6. Isaiah 25:4
 - You have been a refugee for the poor
 - A refugee for the needy in distress
 - A hiding place from the storm
 - A shade from the heat

B. But what should we do about it?

1. Hebrews 13:16

- To do good
 - Share what we got from God
 - God is pleased with this kind of giving
2. John 15:12
 - Love each other as Jesus loves us
 3. Matthew 5:16
 - Shine the Light of God
 - Do good things and praise the Lord
 4. Philippians 2:4
 - Look for each other
 - Put others’ needs before ours
 5. Galatians 6:2
 - Carry each other’s burdens
 - Fulfilling the law of Christ
 6. Proverbs 3:27
 - Don’t take good from someone who deserves it
 7. Ephesians 4:32
 - Be kind
 - Be compassionate
 - Be forgiving to each other
 - Follow the example of Christ and his forgiveness
 8. Jeremiah 22:3
 - Administer justice and righteousness
 - Rescue victims from oppressors
 - Do not wrong or violence against foreigners, fatherless or widow
 - Do not shed innocent blood
 9. Psalm 34:14
 - Turn away from evil
 - Do good
 - Seek peace and pursue it
 10. Psalm 82:3
 - Defend the cause of the weak and fatherless
 - Uphold the rights of the afflicted and oppressed

Conclusions and Take-Away (5 minutes)

Instructions: Discuss together.

- A. What did we discover in this lesson?
- B. What will we do with what we discovered in this lesson?
- C. Pray together. (give a handout with the prayer)

References:

Adapted from: Tearfund. 2015. *Big jobs for little ones*. Available from:
http://www.tearfund.org/en/about_you/pray/prayer_news/big_jobs_for_little_ones/
This lesson is used in: Children’s CHE; Adolescents; and in Social Issues.

HHT for Children Lesson 5 – LABOUR TRAFFICKING - SHOWD questions

DISCUSSION: (Use some of these questions, or add your own.)

Observation questions: (What happened?)

- Tell Dash’s story.
- What did the men offer to him?
- What happened when he went to Punjab?
- Describe his work conditions. What happened to him?
- How did Dash escape?

Interpretation questions: (Why?)

- Why did Dash want the job?
- What was he hoping to do?
- When he reached Punjab, why was he now a slave? How was he a victim of traffickers?
- What is the matter with child labour?

Application questions:

- Do you know any children working long hours for little or no pay?
- Are there any traffickers working in your area?
- Tell the story of a child or an adult caught up in trafficking.
- What can we do to prevent child labour and the trafficking of children?

TELLING THE STORY

- Divide into pairs to practice telling this story.
- During the week, tell your family, friends and neighbours Dash’s story of child labour.

HHT for Children Lesson 5 – LABOUR TRAFFICKING - STARTER

STARTER: Dash’s Story

Instruction for facilitators: Read before this story: Think about some of the children you know. Where will they be today? Maybe they’re at school, with their families or playing with their friends. But for too many children, today is a workday. They are trapped in child labour.

Nazeeb from India was 14 when the men knocked on the door of his home. They offered him a job for 6,000 Rupees (about £60) a month. He had just left school to provide for his family. This was exactly the break he had been hoping for.

There was one catch: he would have to go with the men to work in Punjab. But, his mother was told, there would be food and lodgings. And he would be able to send money home every month. Once Nazeeb reached Punjab the reality was very different. He worked 21 hours a day in a factory with 11 other workers. They were locked in all week and had to sleep inside the cramped factory at night. Worst of all, they weren’t paid - Nazeeb was the victim of traffickers and was now a slave. Nazeeb grew weak and then ill. The factory manager refused to take him to the hospital. Finally, Nazeeb managed to borrow the train fare home and fled. With the help of some others, Nazeeb is now safe, and well. He and his family can make a living safely in their own village. They’re also wise to the dangers of traffickers. But hundreds of thousands more children are still trapped in child labour.

Ask SHOWD Questions:

What did you See?

What was Happening?

Does this happen in Our place?

Why does this happen?

What will we Do about it?

HHT for Children Lesson 5 – LABOUR TRAFFICKING - FINISH WITH A PRAYER FOR CHILD LABORERS

Dear God,

Thank you for giving us a childhood – a time to learn, grow and play. We lift up to you all those children who are suffering as a result of child labour. Be with them, and work through us your church to set them free. We pray you’ll move in the hearts of traffickers, business owners and those in positions of power, inspiring them to bring the practice of child labour to an end. And we pray for an end to the poverty that makes children and families vulnerable to exploitation in this way.

*In the name of your Son,
Amen*

HT for Children Lesson 6 – 6.1 Draw, Colour and Remember
(to use with Picture book Granny knows better)

Knowledge	After working through this lesson, participants will be able to
Attitude	1. Identify with the characters of the story.
Practice	2. Reinforce habits of protecting themselves and others. 3. Know how to respond to unsafe situations.
Overview	This lesson helps facilitators use a picture book to reinforce what children have been learning in the series on Abuse prevention.
Materials	<i>Book or images of Granny and her grandchildren:</i> • Depending on the size of your group, you can show pictures from one single book to up to 8 to 10 children. If more children are present, use flip chart or more than one group. • Colouring page of Granny and children (at the end of this lesson plan)

LESSON

60 minutes

Reading the story: (10 minutes)

Instructions: Depending on the age of your participants, read slowly with a change in the tone of your voice when the Grandmother is speaking or the children are. Turn one page at a time and show only what you are talking about, to keep children's interest in what will come next.

After reading one page, ask questions to make sure they are paying attention and understand the story. You can ask, "Where are the children coming from to visit Granny?" after reading first part. Let them think about their relationship with the Granny, and ask if they see their grandparents often, or where do they go after school. Pass the page and move on to the next text.

Stop after reading each page to discuss it and let children answer.

1. Ask about Granny's instructions (15 minutes)

Why did Granny want the children to draw and colour bathing suits on the pictures? What did she want the children to remember?

- A. She wanted to protect them from people that could harm them.
- B. When she is not there, they will remember what are their private parts, and will not allow others to touch, look or take pictures.
- C. She loves them

2. What do we need to do if someone wants to touch, look or take pictures of our private parts? (20 minutes)

- A. Say No!
- B. Run
- C. Tell someone we trust

D. Do not keep secrets. Tell a trusted adult what happened.

3. Review (15 minutes)

Instructions: Discuss in large group

- A. What should you do if someone wants to touch your private parts or if they make you feel uncomfortable or embarrassed?**
 - 1. Say “No!”
 - 2. Run away.
 - 3. Talk with your parents or another adult that you trust.
 - B. Give out a colouring page for them to remember what are the private parts.**
 - C. Spend time talking with any children who have questions or concerns.**
 - Spend time to answer questions
-

Conclusions and Take-Away (5 minutes)

Instructions: Discuss together.

- A.** What did we discover in this lesson?
 - B.** What will we do with what we discovered in this lesson?
 - C.** Pray together.
-

HHT for Children Lesson 6 – 6.1 DRAW, COLOUR AND REMEMBER – STORY

PAGE 1

Every Friday Ari and Benji went to Grandma's house for a snack after school. Today, Granny was waiting for them with something different. The table was full of papers and crayons.

PAGE 2

Granny invited them to paste the shapes onto pages. Ari and Benji didn't know why Granny asked them to do it, but it was fun. Besides, she had promised them a delicious ice cream treat if they finished quickly! (If more appropriate culturally, we can say she had promised them delicious candy)

PAGE 3

"Today, my dears, I am going to teach you something that will be very helpful, if you pay attention." Granny explained in her sweet voice. And then she added:

PAGE 4

"The first thing we'll do is draw a bikini on the girls and the undershorts on the boys. O.K.?" asked Granny. Grabbing a colored pencil, each of the children began to draw.

PAGE 5

"Remember: what we are covering up are the parts of our bodies that are private; even when we go to the beach swimming, we cover them up!

No one should touch or look at our private parts. No one should tickle us there. Since these parts are important, we take special care of them", said Granny, pointing with her finger.

PAGE 6

Ariana and Benjamin thought about = how everyone protects their private parts in public places. "Wow, isn't it great what Granny taught us!" they said to each other. "We should take care of our own private parts."

PAGE 7

All of a sudden, while they were still thinking, Granny called them in to give them the promised ice cream (If you wrote candy instead of ice cream before, change it here too). BUT BEFORE THE ICE CREAM, (If you wrote candy instead of ice cream before, change it here too) let us practice what to do if someone tries to touch our private parts:

STOP! DO NOT TOUCH ME! And then, run

Can we repeat with Ariana and Benjamin five times? Let us do it!

PAGE 8

"Our Granny is the best! She teaches us a lot and she loves us a ton!" said the children.

HHT for Children Lesson 6 – 6.1 DRAW, COLOUR AND REMEMBER – COLOURING PAGE



HT for Children Lesson 6 – 6.2 Cousin Raymond **(to use with Picture book Granny knows better)**

Knowledge	After working through this lesson, participants will be able to
Attitude	1. Identify with the characters of the story.
Practice	2. Reinforce habits of protecting themselves and others. 3. Know how to respond to unsafe situations.
Overview	This lesson helps facilitators use a picture book to reinforce what children have been learning in the series on Abuse prevention.
Materials	<i>Book or images of Granny and her grandchildren:</i> • Depending on the size of your group, you can show pictures from one single book to up to 8 to 10 children. If more children are present, use flip chart or more than one group. • You can also tell the story without showing the book (Paragraphs at the end of this story)

LESSON

60 minutes

Reading the story: (10 minutes)

Instructions: Depending on the age of your participants, read slowly with a change in the tone of your voice when the Grandmother is speaking or the children are. Turn one page at a time and show only what you are talking about, to keep children's interest in what will come next.

After reading one page, ask the suggested questions to make sure they are paying attention and understand the story. You can ask, to catch up, what they remember from the first story, (I draw, I colour, I remember).

Stop after reading each page to discuss it and let the children answer.

LESSON

60 minutes

1. Ask whose party were they celebrating? (10 minutes)

A. What food do you see on the table at the party? If you are showing the book, on page 17, you can ask what do they see, (*food, gifts, cake, and children waiting to be allowed to eat*).

B. What do you eat when you to a party?

Responses depend on cultural context, you just want children to participate and have fun thinking of a party

Page 18, (children playing and running around. ASK: Where are the children? (20 minutes)

Page 19. Who was hiding in the bedroom? Why did Ben and Ari go in the bedroom? Did they think they were going to be hurt? NO, they thought this man was family and he was ok to play with.

Page 20: Can you think of something Raymond said that can tell you something is wrong?

He told the children to keep his game a secret. **Is this right?** NO!!!! If someone tells you there is a secret game they want to play with you, what should you do?

How did Ari and Ben may have felt when Raymond told them to keep a secret? SAD, ashamed, bad, confused.
Granny had told them keeping secrets is not good.

Page 21: Red Light! Showing his private parts! What had Granny taught Ari and Ben about private parts?

She said not to let anybody show, look, touch or take pictures of private parts, to run, and tell somebody.
So, when Raymond put his pants down, what did Ben do? He froze

What did Ari do? She ran to get Granny.

Sometimes fear or surprise make us do funny things we did not plan to do. Sometimes we act like Ben, we freeze, like our legs do not respond to our head that wants to run. We cannot move or speak or cry.

- Sometimes we run, as fast as we can, without thinking.
- And sometimes we go hiding.

Which one is wrong??? NONE.

We cannot control how we respond. Different people act differently. In this situation, Ari ran to look for help. THAT IS VERY HELPFUL

Page 22. What 2 things did Granny have taught her grandchildren that helped them to look for help?

- It is not good to keep secrets
- Not to let someone show, look, touch or photograph private parts.

Page 23 Thank Goodness, Granny believed Ari and ran to her bedroom. Who did Granny believe? Her grandchildren!

We need to tell someone we trust, and if they do not believe us, keep telling others until someone does.

Page 24 Who did Tranny call?

Why is it important to call the authorities?

Other children can get hurt if they are not stopped. **People like Raymond need to learn not to do it again and be punished so they do not repeat it. Just like our parents punish us when we misbehave, so we do not do it again.**

Page 25 What did Mom and Dad tell their children?

They did the right thing! Receiving praise from our parents is nice. It feels warm in our hearts. We need it.

Page 26 And we need hugs and kisses. We can hug and kiss each other, but in safe places... let us hug our friends!

2. Review (15 minutes)

Instructions: Discuss in large group which part of the story they liked the most

A. Spend time talking with any children who have questions or concerns.

1. Spend time to answer questions
-

Conclusions and Take-Away (5 minutes)

Instructions: Discuss together.

- A. What did we discover in this lesson?
- B. What will we do with what we discovered in this lesson?
- C. Pray together.

HHT for Children Lesson 6 – 6.2 Cousin Raymond

Page 16

The expected day has arrived! Everyone gathered to celebrate Granny's birthday. Many people came because everyone loved her.

Page 17

It was a big party, with delicious food and lots of gifts. Many children had come to play. It really was a great party!

Page 18

The children ran around the house and played hide and seek. It was so much fun because there were so many places to hide without being found.

Page 19

Raymond, One of the older cousins hid in Granny's bedroom and told Ari and Ben to hide there too.

Page 20

When they were alone with Raymond, he told them that they were going to play another game, but not to tell anyone because it was a secret.

Page 21

So Raymond dropped his pants and showed them his private parts!

Ben didn't like what Raymond did at all and made a disgusted face. Ari got scared and ran out to tell Granny what had happened.

Page 22

As she was running to get Granny, s'Ari remembered her advice: "Secrets are bad... and we must take care of our private parts."

page 23

When the grandmother entered the bedroom, she saw Raymond, whom she did not know, because he was not part of the family. He said that he had done nothing and that the children were lying. However, the children always told the truth and the grandmother believed them.

Page 24

Then the grandmother called the police, so Raymond couldn't scare the neighborhood kids anymore by doing things like that.

Page 25

When Ben and Ari's parents arrived in the bedroom, they handed the baby to Granny and hugged the children, big bear hugs. "Good job, kids, for calling Granny," Mom said cheerfully. "You did the right thing"

Page 26

The children hugged their grandmother and thanked her for everything she had taught them, helping them to defend themselves against that bad man. They all celebrated Granny's birthday together!

HT for Children Lesson 6 – 6.3 Lena’s Secret
(to use with Picture book Granny knows better)

Knowledge	After working through this lesson, participants will be able to
Attitude	1. Children are aware of potential harmful behaviors by grown ups.
Practice	2. Children are able to think, recognize, and plan who to go for help to, if they need to reveal abuse.
Overview	This lesson helps facilitators use a picture book to reinforce what children have been learning in the series on Abuse prevention.
Materials	<i>Book or images of Granny and her grandchildren:</i> • Depending on the size of your group, you can show pictures from one single book to up to 8 to 10 children. If more children are present, use flip chart or more than one group. • You can also tell the story without showing the book (Paragraphs at the end of this story)

LESSON

60 minutes

Overview for trainers:

This lesson gives guidelines to use the story book to prevent sexual abuse in children. If you do not have the picture book, you will find the story at the end of the lesson. Flip one page at a time, and ask few questions before going to the next paragraph. These stories can be used with children 6 to 12 years old. Questions are formulated for children to recognize emotions and talk about them, then to think of what should be done.

Reading the story: (10 minutes)

Instructions: Depending on the age of your participants, read slowly with a change in the tone of your voice when the Grandmother is speaking or the children are. Turn one page at a time and show only what you are talking about, to keep children’s interest in what will come next.

After reading one page, ask the suggested questions to make sure they are paying attention and understand the story. You can ask, to catch up, what they remember from the previous stories, (I draw, I colour, I remember and Cousin Raymond). Do you remember the names of the children? Ari and Ben. Who has been teaching and helping them learn about caring for their private parts? Granny. Let us see what happened today after school. Tell them today we will follow Ari’s afternoon.

Stop after reading each page to discuss it and let children answer.

Page 28: Where were the girls coming from?

What was Lena’s face like? Sad, quiet. What can make people feel sad?

Do you feel like talking when you are sad? Did Ari get upset with Lena because she was sad? Good friends understand and are patient with us when we are sad.

Let us see what they did in the next page (10 minutes)

Page 29 – As we play with our friends ,we can also feel hungry. What did Lena do? SHE HAD CANDY!

Page 30 What is wrong? Why was Lena crying? She did not feel right keeping a secret nor telling it because she was told to keep it. It made her feel uncomfortable.

Is it ok to keep a secret? Are secrets to be kept or can we tell others? We do not keep secrets. We do not need to feel guilty when we tell others.

Page 31: Why did Ari want to help Lena? Because they are friends.

Friends worry when we are sad. We can trust our friends

Page 32: So, was Lena’s uncle doing the right thing asking her to keep a secret? NO!

Page 33: How did Lena feel after the uncle made her feel his private parts? Shame, uncomfortable, confused, yucky, scared. How did Ari feel? Confused, she wanted to go ask Granny for help.

Page 34: What Did Granny do?

- She heard their story.
- She hugged them.
- She thanked them for telling her what happened.
- She praised Lena for telling her and Ari for doing the right thing.

Page 35: What else did Granny do?

- She called Lina’s mom
- She hugged Ari and kissed her
- She told Ari she was proud of her

1. APPLICATION

If you get hurt, or fall, who do you go to so they can put a band-aid, or make our pain go away?
Mom, Dad, teacher, brother, sister, friend, doctor

If someone is hurting us, or making us feel uncomfortable, who do we go to? (Help children think of trusted people they can go to get help)

What would you like that person do for you?

- Hug, love, listen, Make me feel better, protect me, make me feel safe.

A. CONCLUSION:

There are people that loves us and care for us. We will go to If I need help. I can tellhow I feel and what has happened.

Sometimes we may need extra help, like a doctor or an authority to stop those that hurt us from doing it to others too. Our trusted adult will take care of that.

What food do you see on the table at the party? If you are showing the book, on page 17, you can ask what do they see, (food, gifts, cake, and children waiting to be allowed to eat).

What do you eat when you to a party? Responses depend on cultural context, you just want children to participate and have fun thinking of a party

2. Page 18, (children playing and running around. ASK Where are the children? (20 minutes)

Page 19 . Who was hiding in the bedroom? Why did Ben and Ari went in the bedroom? Did they think they were going to be hurt? NO, they thought this man was family and he was ok to play with.

Page 20: Can you think of something Raymond said that can tell you something is wrong?

He told the children to keep his game a secret. Is this right? NO!!!! If someone tells you there is a secret game they want to play with you, what should you do?

How did Ari and Ben may have felt when Raymond told them to keep a secret? SAD, ashamed, bad, confused. **Granny had told them keeping secrets is not good.**

Page 21: Red Light! Showing his private parts! What had Granny taught Ari and Ben about private parts? She said not to let anybody show, look, touch or take pictures of private parts, to run, and tell somebody. So, when Raymond put his pants down, what did Ben do? He froze
What did Ari do? She ran to get Granny.

Sometimes fear or surprise make us do funny things we did not plan to do. Seomtimes we act like Ben, we freeze, like our leges do not respond to our head that wants to run. We cannot move, or speak or cry.

Soometimes we run, as fast as we can, without thinking.

And sometimes we go hiding.

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We cannot control how we respond. Different people act differently. In this situation aRi ran to look for help. **THAT IS VERY HELPFUL**

Page 22. What 2 things did Granny had taught her grandchildren that helped them to look for help?

- It is not good to keep secrets
- Not to let someone show, look, touch or photograph private parts.

Page 23 Thank Goodness, Granny believed Ari and ran to her bedroom. Who did Granny believe? Her grandchildren!

We need to tell someone we trust, and if they do not believe us, keep telling others until someone does.

Page 24 Who did Tranny call?

Why is it important to call the authorities?

Other children can get hurt if they are not stopped. People like Raymond need to learn not to do it again and be punished so they do not repeat it. Just like our parents punish us when we misbehave, so we do not do it again.

Page 25 What did Mom and Dad tell their children?

They did the right thing! Receiving praise from our parents is nice. It feels warm in our hearts. We need it.

Page 26 And we need hugs and kisses. We can hug and kiss each other, but in safe places... let us hug our friends!

Review (15 minutes)

Instructions: Discuss in large group which part of the story they liked the most

A. Spend time talking with any children who have questions or concerns.

1. Spend time to answer questions

Conclusions and Take-Away (5 minutes)

Instructions: Discuss together.

- A.** What did we discover in this lesson?
- B.** What will we do with what we discovered in this lesson?
- C.** Pray together.

HHT for Children Lesson 6 – 6.3 Lena’s secret

Page 28 Ariana and her friend Lena were walking home from school. Ariana was taken Lena to her grandmother’s home to play. Lena was sad. Ariana asked her what was wrong but Lena didn’t want to talk about it.

Page 29 The girls sat on the floor and began to play with some of Ariana’s toys. They started to feel hungry and Lena went to her backpack to take a big bag of candy.

Page 30 “Wow this is amazing Lena!” Said Ariana as she went to grab a piece. “Where did you get all this candy?”

Page 31 Lena looked sad and began to cry. “I was given this candy to keep a secret”, she said. “I am not supposed to tell anyone where I got it”. Arianna remembered, “Granny taught us that it is not good to keep secrets”, and she told Lena: “We are friends, and I care for you when you are sad. You can trust me. What is wrong?”

Page 32 Lena told her that when she was playing in the backyard by herself, her uncle came over and said he wanted to play a game with her, but that she had to keep it a secret. He told her that if she played the game, he would give her a whole bag of candy. Lena said that he made her feel his private parts. She felt very scared and uncomfortable and didn’t know what to do.

Page 33 Ariana took Lena by the hand and said “Come on Lena, We should go tell Granny, she will know what to do.”

Page 34

They found Granny in her rocking chair and Lena retold her story and Granny gave her a big hug. “Thank you for telling me, Lena. We want you to be safe. Your uncle needs to get help and we want him not to hurt children anymore. Lena, You did the right thing letting another adult know”. Granny got up from her chair and called Lena’s mom.

Page 35

Lena’s mom came to get her and thanked granny for letting her know what happened. After they left, Granny gave Ariana a hug and a kiss on the cheek, and told her how proud she was of her for helping Lena tell her secret.

HT 8 for Children Lesson 8 – GOOD PICTURES, BAD PICTURES

(Preventing Pornography, Human Trafficking)

Knowledge	After working through this lesson, participants will be able to
Attitude	1. Play Simons says
Practice	2. Recognize good and bad pictures. 3. Know how to respond to unsafe pictures and videos.
Overview	This is lesson on preventing pornography and part of the Human Trafficking manual. Teach this less after <i>Simon Says</i> . This lesson is adapted from the book: Good Pictures, Bad Pictures jr. – A Simple Plan to Protect Yung Minds by Kristen A. Jenson, MA and it is recommended for children of 3-7 years old.
Materials	<i>Collect these items before beginning the lesson:</i> • Poster-size paper, markers, and masking tape • Handouts: <i>Simon Says, Safe food girl, Safe food boy, Dangerous items, Safe food, Good and bad</i>

LESSON

90 minutes

Starter Game: (10 minutes)

Instructions:

“Simon Says” with the children imitating your actions. When “Simon says, touch your nose” or “Simon says, stick out your tongue”, they should touch their nose or stick out their tongue. But they should not imitate an action unless “Simon says”. Anyone who moves without “Simon says” is “out”.

AFTER FEW KIDS ARE OUT, Ask the question: Does Simon always do the right thing? What if Simon says you have to do something that makes you feel uncomfortable?

Have the kids make up things that Simon may ask you to do that you shouldn’t do.

1. Where can we see pictures? (5 minutes)

Instructions: Ask in a large group.

- We can find pictures on the walls
- In the books and magazines
- On signs along roads, billboards
- On buildings
- On television, computers and screens
- Phone
- Photo albums

2. Good pictures and videos (10 minutes)

Instructions: Discuss in a large group.

A. Good pictures and videos show beautiful and interesting parts of our world. Can you name some examples of good pictures?

Instructions: Discuss in a large group.

- Pictures of family and friends
- Of cute animals and baby animals
- Watching fun good movies and videos

B. What good pictures or videos do you like to look at?

Instructions: Discuss in a large group.

- Little animals
- My family and friends
- Cartoons movies
- Fairytales
- Cars and tractors
- Airplanes
- Dragons, dinosaurs
- Flowers

C. These good pictures help us remember the people we love. What is your favourite photo or video?

D. Can good pictures be sad? Can you think of some sad pictures?

- Expression of emotions like crying
- Pictures of accidents
- Disasters
- Dead people
- War

3. Bad pictures and videos. (10 minutes)

Some pictures and videos are good, but some are not good. They can be bad for you. Grown-ups use a big word for bad pictures and videos called pornography.

A. Bad pictures and videos show the private parts of the body that we cover with swimsuits. Do you remember what are private parts?

- Parts covered with swimming suits

B. What does “private” mean?

- This means that these parts need to be kept private
- Nobody should look at or touch them, even tickle them.
- Nobody can take pictures or ask us to take pictures of them

C. Every part of your body is good, including your private parts. But taking pictures of them is not good. When people show pictures of private parts, they are not private anymore. It is important to keep private parts private! Where might we see a bad picture?

- Same places where we can see good pictures
 - On screens like a phone or tablet
 - On television or on a computer
 - In magazines
 - On signs in stores or on billboards along roads
 - Someone can show them to us
 - Movies
 - Advertisement
-

4. Safety (15 minutes)

- A. No matter where you see bad pictures, they are not safe for kids to look at. Some things are safe, and some things are not safe! Some things are very dangerous. Some think when we eat, or drinking can make us very sick! Can you choose some dangerous things to eat or drink from the pictures?**

Instructions: Have pictures of different items ready cut out for children to choose from. Use handouts. You can cut out the open mouth of the boy and/or the girl to allow children to feed them with good food. Have children put those things that are good in the mouth of the boy or the girl, and those that are toxic aside. Emphasize that not everything around us is good for us, even if we can reach them. The same applies to pictures. Some of them can damage our brain, and make us think poisonous thoughts. We have to avoid them.

- B. Bad pictures are like picture poison for your brain! Looking at them is dangerous for a growing child. Good pictures are safe to look at and bad pictures are not safe to look at. Sometimes we can see bad pictures by accident, or somebody can show it to us. But even if you see a bad picture that doesn't make you a bad child! Have you ever seen a picture, cartoon or video of people with no clothes on showing their private parts? If yes, where did you see it?**

- No
 - Yes – friends showed me, on TV, in the magazine ...
-

5. Action – if you have seen a bad picture don't worry. There is something good you can do if you see a bad picture to stay safe. (10 minutes)

- A. Turn away from the bad picture**

Instructions: allow children to practice. Turn your head and cover your eyes with your hands.

- B. Run and find your parents or an adult you trust.**

Instructions: allow children to practice this! Pretend you are running. Move your arms back and forth.

- C. Tell them what you saw. Say "I just saw a bad picture!" Never keep bad pictures a secret from your parents.**

Instructions: allow children to practice this. Cup your hands around your mouth.

6. Five safety rules – it is important to be safe and keep each other safe. Therefore, we have 5 safety rules on how we can stay safe and out of danger. (15 minutes)

Instructions: allow children to repeat each safety rule after you in a big group. After that divide the children and give each group or pair one or two rules to act and present in the large group.

- If someone tries to show you bad pictures or videos, look away. Remember to Turn, Run and Tell!
 - If you ever see a bad picture or video, never show it to another child.
 - No one should ever take pictures or videos of you without your clothes on. If someone ever tries to do that, tell your mom or dad or a trusted adult right away!
 - Never take pictures or videos of yourself without clothes on.
 - If you see a bad picture or video and it keeps popping up in your mind, go and tell Mom or Dad or a trusted adult. Say, “I need your help to make the bad pictures go away.”
-

Conclusions and Take-Away (15 minutes)

Instructions: Discuss in large group

- A. (Hold up a Turn, Run, Tell cards.) What should you do if you see or someone wants to show you a bad picture (make sure you are acting it with children)?
 1. Turn away from the bad picture and cover your eyes with your hands.
 2. Run and find your parents or an adult you trust. (Pretend you are running.)
 3. Tell your parents or another adult that you saw a bad picture. (Cup your hands around your mouth.)
 - B. Give out the “It is OK to Say “NO”! sheet. Ask each child to write NO! on the picture.
 - C. Spend time talking with any children who have questions or concerns.
 1. Spend time to answer questions
-

SIMON SAYS GAME (5 minutes)

Instructions: Have children play Simon says, making up things that they should not do, even if Simon says...

Touch your nose, Fold your arm, Stand on one leg

Go to the bathroom and put your pants down in front of a grown-up, (NOBODY SHOULD DO IT)

PINCH YOUR NEIGHBOUR UNTIL HE CRIES (Nobody should do it) ,Clap your hands.

References:

Adapted from the book: Good Pictures, Bad Pictures jr. – A Simple Plan to Protect Yung Minds by Kristen A. Jenson, MA
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HHT for Children Lesson 8 – GOOD PICTURES, BAD PICTURES – STARTER

STARTER Game: (10 minutes)

“Simon Says” with the children imitating your actions. When “Simon says, touch your nose” or “Simon says, stick out your tongue”, they should touch their nose or stick out their tongue. But they should not imitate an action unless “Simon says”. Anyone who moves without “Simon says” is “out”.

AFTER FEW KIDS ARE OUT, Ask the question: Does Simon always do the right thing? What if Simon says you have to do something that makes you feel uncomfortable?

Have the kids make up things that Simon may ask you to do that you shouldn’t do.

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HHT for Children Lesson 8 – GOOD PICTURES, BAD PICTURES – Safe food boy



HHT for Children Lesson 8 – GOOD PICTURES, BAD PICTURES – Safe food girl

